

**Year 1 Teacher**

**Quiz Instruction Sheet**

**Supplies:** One quiz sheet for each student. One copy of the answer key for trainer. A Student Summary Sheet for each student.

**Trainer Instructions:** There is a 10-question quiz for each session of the Year 1 training. Each quiz is in a True/False format. The final test at the end of the training (Session 12) will include questions from each quiz.

In all quizzes, the word “you” refers to the DSP. “Individual” or “person” refers to the person with developmental disabilities.

When you are ready to administer the quiz, hand one quiz to each student. Read the following directions out loud:

**“Read each question carefully. Answer each question by circling T for True or F for False. Let’s do an example together. Look at the question in the box at the top of your quiz sheet.”** (Read the question out loud. Have the class answer it together.)

1. **T / F**      DSP stands for *Direct Support Professional*.

**“The answer to this question is True, so the T is circled. Did everyone circle the T? Does anyone have any questions?”**

After answering any questions and assisting any student who did not circle the T, say, **“You may begin.”**

Have students complete the quiz individually. Each quiz should take approximately 10 minutes for students to complete.

Review the quiz as a group and have each student grade his or her own quiz. Ask students to write the number missed at the top of the page. Review all questions and discuss the right answer. If the quiz question is false, make sure that all the students know the “True” answer.

Record the results of each student’s quiz on the Student Summary Sheet (along with attendance and skill check information). However you choose to record the scores e.g. collect the quizzes at the end of each session and return to students next session, all students must have a copy of the corrected quizzes in order to prepare for the test. At the end of the training class, the Student Summary Sheet is distributed to the student and his/her administrator by the ROCP. See the ROCP Procedure Manual, Section 3: Student Registration or Section 5: Distribution of Test Results for additional information.

**Year 1 Teacher**

**Quizzes**

## Direct Support Professional Training Year 1

### Session 1: Introduction

### Quiz

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | Answer           | Question   |
|------------------|--|
| 1. <b>T / F</b>  | The main goal of this training is to improve the quality of care for people with developmental disabilities.                                 |
| 2. <b>T / F</b>  | A developmental disability starts after someone turns 18.  |
| 3. <b>T / F</b>  | A developmental disability can be caused by something that occurs before, during, or after birth.  |
| 4. <b>T / F</b>  | A “mentally retarded person” is an example of people first language.   |
| 5. <b>T / F</b>  | <i>Diversity</i> means that everyone should be the same.   |
| 6. <b>T / F</b>  | One of the values of the California developmental disabilities service system is that people have the choice of where and with whom to live. |
| 7. <b>T / F</b>  | A Direct Support Professional supports people with developmental disabilities in a variety of settings and activities.                       |
| 8. <b>T / F</b>  | Trust is necessary to make a team work.  |
| 9. <b>T / F</b>  | A good team works toward a goal everyone agrees upon.  |
| 10. <b>T / F</b> | All people with mental retardation and cerebral palsy have slurred speech and an unusual walk.   |

## Direct Support Professional Training Year 1

### Session 2: Communication

### Quiz

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

- |   |
|---|
| 1. <b>T / F</b> DSP stands for <i>Direct Support Professional</i> . |
|---|

The answer is **True**, so the **T** is circled.

- | Answer           | Question   |
|------------------|--|
| 1. <b>T / F</b>  | When communicating with other people it is important to be clear about your message.                       |
| 2. <b>T / F</b>  | A person's behavior is often an attempt to tell others what he or she wants or doesn't want.               |
| 3. <b>T / F</b>  | A limited ability to understand language is an example of a speech disorder.                               |
| 4. <b>T / F</b>  | One reason people communicate is to get information.   |
| 5. <b>T / F</b>  | Gesturing is an example of verbal communication.   |
| 6. <b>T / F</b>  | Sign language, communication boards, and gestures are examples of barriers to communication.               |
| 7. <b>T / F</b>  | <i>Active listening</i> means answering a question before understanding what the person was trying to say. |
| 8. <b>T / F</b>  | A facial expression is an example of nonverbal communication.  |
| 9. <b>T / F</b>  | It takes at least two people to communicate.   |
| 10. <b>T / F</b> | Speaking in short sentences helps to facilitate communication.   |

**Direct Support Professional Training Year 1**  
**Session 3: Wellness**  
**Nutrition, Exercise, and Safety**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

- |   |
|---|
| 1. <b>T / F</b> DSP stands for <i>Direct Support Professional</i> . |
|---|

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>    | <b>Question</b>   |
|------------------|---|
| 1. <b>T / F</b>  | Good nutrition keeps us healthy.  |
| 2. <b>T / F</b>  | People need to drink <u>only</u> one glass of water every day.  |
| 3. <b>T / F</b>  | Disposable gloves should always be worn when shaking hands with another person.                                       |
| 4. <b>T / F</b>  | Food that needs to be refrigerated can be left in the car for several hours before you bring it in.                   |
| 5. <b>T / F</b>  | Regular physical activity helps relieve stress and increase strength.   |
| 6. <b>T / F</b>  | Frequent and thorough hand washing is the most important way to stop the spread of germs.                             |
| 7. <b>T / F</b>  | A change in a person's activity level could mean the person is sick.  |
| 8. <b>T / F</b>  | It is important to have a plan and be prepared because accidents and emergencies can happen at any time or any place. |
| 9. <b>T / F</b>  | When moving a heavy object, one way to protect your back is to "push, not pull."                                      |
| 10. <b>T / F</b> | Store poisons in a locked area away from food.  |

**Direct Support Professional Training Year 1**  
**Session 4: Wellness**  
**Medications**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>    | <b>Question</b>   |
|------------------|---|
| 1. <b>T / F</b>  | When assisting with medication, be sure you have the <u>R</u> ight person, <u>R</u> ight medication, <u>R</u> ight dose, <u>R</u> ight time, and <u>R</u> ight route. |
| 2. <b>T / F</b>  | It's okay to prepare a single dose of medication for a person to take with them to work.  |
| 3. <b>T / F</b>  | In a licensed community care facility, a physician's order is required for over-the-counter medication.   |
| 4. <b>T / F</b>  | It is important for you to ask the physician and/or pharmacist about both intended and unintended side effects of prescription medication.                            |
| 5. <b>T / F</b>  | You don't need to lock up a medication if the person can give it to himself or herself without assistance.  |
| 6. <b>T / F</b>  | A medication log contains information about a person's medications, including when the medications should be given.   |
| 7. <b>T / F</b>  | Assisting people with medications is one of the most serious and important things you do.   |
| 8. <b>T / F</b>  | You may prepare and assist with medication in a dirty, dimly lit, noisy area.   |
| 9. <b>T / F</b>  | Part of your job is to observe, report and document any adverse side effects of medications.  |
| 10. <b>T / F</b> | Each time a dose of medication is taken, it should be documented in the medication log.   |

**Direct Support Professional Training Year 1**  
**Session 5: Wellness**  
**Responding to Individual Needs**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>    | <b>Question</b>  |
|------------------|--|
| 1. <b>T / F</b>  | A current physical exam and a health history are two essential parts of a health assessment.   |
| 2. <b>T / F</b>  | Constipation is a symptom of a problem and if untreated can lead to serious health conditions.   |
| 3. <b>T / F</b>  | All adults, regardless of age, need the same type of medical screenings and exams.   |
| 4. <b>T / F</b>  | Before an individual you support goes to see a doctor, you should work with him or her to write up a list of questions for the doctor. |
| 5. <b>T / F</b>  | <i>Good dental hygiene</i> means brushing your teeth once a day.   |
| 6. <b>T / F</b>  | A temperature within two degrees of 98.6 is considered normal.   |
| 7. <b>T / F</b>  | To assist a person having a seizure, yell at them to stop, make sure they stay seated in a chair, give them a drink of water.          |
| 8. <b>T / F</b>  | When people can't use words, you may learn how they feel by observing their behavior and appearance.                                   |
| 9. <b>T / F</b>  | A medical emergency is an unexpected event that requires first aid, followed by prompt medical attention.                              |
| 10. <b>T / F</b> | Abdominal pain and decreased appetite may be symptoms of constipation.   |



**Direct Support Professional Training Year 1**  
**Session 6: Positive Behavior Support**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>    | <b>Question</b>  |
|------------------|--|
| 1. <b>T / F</b>  | Behavior is communication.   |
| 2. <b>T / F</b>  | Behavior is a way of getting something the person wants or avoiding something that person doesn't want.              |
| 3. <b>T / F</b>  | An antecedent is something that happens after a behavior.  |
| 4. <b>T / F</b>  | An effective replacement behavior works as well as the challenging behavior in meeting an individual's needs.        |
| 5. <b>T / F</b>  | Reinforce the replacement behavior as soon or sooner than the original behavior.                                     |
| 6. <b>T / F</b>  | A challenging behavior will continue if it is the best way the person knows to get his or her needs met.             |
| 7. <b>T / F</b>  | A person's behavior is <u>not</u> affected by the time of day, the activity or the people involved.                  |
| 8. <b>T / F</b>  | One way to find out why a challenging behavior may be happening is to talk with the people who know the person well. |
| 9. <b>T / F</b>  | Staff and administrators should help develop a positive behavioral support plan.                                     |
| 10. <b>T / F</b> | All people learn best by reading the information.  |

**Direct Support Professional Training Year 1**  
**Session 7: Teaching Strategies**  
**Relationships, Task Analysis and Prompts**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>    | <b>Question</b>  |
|------------------|--|
| 1. <b>T / F</b>  | The more things people can do for themselves, the more control they have over their lives.   |
| 2. <b>T / F</b>  | Getting to know what the person likes or dislikes will help you understand the best way to support that individual.                  |
| 3. <b>T / F</b>  | New skills need to be taught in a different way every time.  |
| 4. <b>T / F</b>  | The goal of teaching is to help a person learn something that he or she wants to do.   |
| 5. <b>T / F</b>  | You should practice a skill before teaching it to another person.  |
| 6. <b>T / F</b>  | Of the three types of prompts (verbal, gestural, or physical), verbal prompts always provide the most help when teaching new skills. |
| 7. <b>T / F</b>  | If a person doesn't respond to a prompt immediately, repeat the prompt right away.   |
| 8. <b>T / F</b>  | You should always use physical guidance as the first prompt.   |
| 9. <b>T / F</b>  | When teaching a skill, one way to check for progress is by comparing how much of the skill the person has learned from week to week. |
| 10. <b>T / F</b> | A task analysis is a complex skill broken down into smaller, more teachable steps.   |

**Direct Support Professional Training Year 1**  
**Session 8: Teaching Strategies**  
**Positive Feedback and Natural Times to Teach**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

**Answer Question**

1. **T / F** Everyone learns better when encouraged and positively motivated.
2. **T / F** A reinforcer is any item, event, or activity that follows a behavior and makes the behavior more likely to occur again.
3. **T / F** Everyone responds to the same set of reinforcers.
4. **T / F** Use the same reinforcers every time you teach a new skill.
5. **T / F** If coffee was a reinforcer for Sally when she learned to wash the dishes, then coffee will be the only effective reinforcer for teaching Sally any skill.
6. **T / F** People enjoy and benefit from frequent praise.
7. **T / F** Giving an individual a favorite item after he or she finishes a task is an example of a positive consequence.
8. **T / F** The best way to teach is to minimize learner errors.
9. **T / F** Teach at a time when the person needs to use the skill.
10. **T / F** Teaching should be as positive and enjoyable as possible.

**Direct Support Professional Training Year 1**  
**Session 9: Daily Living**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

**Answer Question**

1. **T / F** Daily routines are an important part of everyone's lives.
2. **T / F** Taking a walk every day at the same time can be comforting.
3. **T / F** People's routines should change to meet the needs of staff.
4. **T / F** A good schedule should not allow for any flexibility.
5. **T / F** People with disabilities enjoy life without friends.
6. **T / F** Being a friend includes finding a way to resolve differences.
7. **T / F** You can help people learn the social skills necessary to be a friend.
8. **T / F** Helping an individual join a gym is one way to help him or her make friends.
9. **T / F** Friendships may grow when people can spend time together.
10. **T / F** Listening to an individual is a good way to learn more about that person.

**Direct Support Professional Training Year 1**  
**Session 10: Individual Rights,**  
**Laws and Regulations**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>    | <b>Question</b>  |
|------------------|--|
| 1. <b>T / F</b>  | Regional centers provide services to adults and children with developmental disabilities.  |
| 2. <b>T / F</b>  | People with developmental disabilities have different constitutional rights than everyone else.  |
| 3. <b>T / F</b>  | The courts authorize a conservator to make certain decisions for an adult with a developmental disability.   |
| 4. <b>T / F</b>  | The Lanterman Act establishes the right of every person with developmental disabilities to be treated with dignity and respect.  |
| 5. <b>T / F</b>  | California Code of Regulations, Title 22 and Title 17, include the requirements for licensed community care facilities serving people with developmental disabilities. |
| 6. <b>T / F</b>  | You should wait to report child abuse until you're absolutely sure you know it's happening and who is doing it.  |
| 7. <b>T / F</b>  | A Special Incident Report must be submitted to the regional center within a week of the incident.  |
| 8. <b>T / F</b>  | <i>Confidentiality</i> means that you can discuss information about the individuals you support with anyone who asks.  |
| 9. <b>T / F</b>  | <i>Advocacy</i> means treating adults like children and making choices for them.   |
| 10. <b>T / F</b> | All adults with developmental disabilities are incompetent and unable to make decisions for themselves.  |

**Direct Support Professional Training Year 1**  
**Session 11: Leisure and Recreation**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | Answer           | Question  |
|------------------|---|
| 1. <b>T / F</b>  | People play sports and games to have fun.   |
| 2. <b>T / F</b>  | It is important to know the likes and dislikes of the individuals you support when planning recreational activities.  |
| 3. <b>T / F</b>  | Part of your job is to match an individual's interests to leisure and recreational activities.                        |
| 4. <b>T / F</b>  | All leisure and recreational activities should be provided in the home.   |
| 5. <b>T / F</b>  | Natural supports rarely include family, friends, staff members, community members and others who care about a person. |
| 6. <b>T / F</b>  | Generic services are just for individuals with developmental disabilities.  |
| 7. <b>T / F</b>  | Helping a co-worker is called a natural support.  |
| 8. <b>T / F</b>  | A person's family should be his or her only natural support.  |
| 9. <b>T / F</b>  | The local parks and recreation program is an example of a generic service.  |
| 10. <b>T / F</b> | It is important that you help individuals find ways to participate in community activities.                           |

**Year 1 Teacher**

**Quiz Answer Key**

**Direct Support Professional Training Year 1**  
**Session 1: Introduction**

***Quiz Answer Key***

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T** / **F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>                  | <b>Question</b>  |
|--------------------------------|--|
| 1. <b><u>T</u></b> / <b>F</b>  | The main goal of this training is to improve the quality of care for people with developmental disabilities.                                 |
| 2. <b>T</b> / <b><u>F</u></b>  | A developmental disability starts after someone turns 18.  |
| 3. <b><u>T</u></b> / <b>F</b>  | A developmental disability can be caused by something that occurs before, during, or after birth.  |
| 4. <b>T</b> / <b><u>F</u></b>  | A “mentally retarded person” is an example of people first language.   |
| 5. <b>T</b> / <b><u>F</u></b>  | <i>Diversity</i> means that everyone should be the same.   |
| 6. <b><u>T</u></b> / <b>F</b>  | One of the values of the California developmental disabilities service system is that people have the choice of where and with whom to live. |
| 7. <b><u>T</u></b> / <b>F</b>  | A Direct Support Professional supports people with developmental disabilities in a variety of settings and activities.                       |
| 8. <b><u>T</u></b> / <b>F</b>  | Trust is necessary to make a team work.  |
| 9. <b><u>T</u></b> / <b>F</b>  | A good team works toward a goal everyone agrees upon.  |
| 10. <b>T</b> / <b><u>F</u></b> | All people with mental retardation and cerebral palsy have slurred speech and an unusual walk.   |



**Direct Support Professional Training Year 1**  
**Session 2: Communication**

***Quiz Answer Key***

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T** / **F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>                  | <b>Question</b>  |
|--------------------------------|--|
| 1. <u><b>T</b></u> / <b>F</b>  | When communicating with other people it is important to be clear about your message.                       |
| 2. <u><b>T</b></u> / <b>F</b>  | A person's behavior is often an attempt to tell others what he or she wants or doesn't want.               |
| 3. <b>T</b> / <u><b>F</b></u>  | A limited ability to understand language is an example of a speech disorder.                               |
| 4. <u><b>T</b></u> / <b>F</b>  | One reason people communicate is to get information.   |
| 5. <b>T</b> / <u><b>F</b></u>  | Gesturing is an example of verbal communication.   |
| 6. <b>T</b> / <u><b>F</b></u>  | Sign language, communication boards, and gestures are examples of barriers to communication.               |
| 7. <b>T</b> / <u><b>F</b></u>  | <i>Active listening</i> means answering a question before understanding what the person was trying to say. |
| 8. <u><b>T</b></u> / <b>F</b>  | A facial expression is an example of nonverbal communication.  |
| 9. <u><b>T</b></u> / <b>F</b>  | It takes at least two people to communicate.   |
| 10. <u><b>T</b></u> / <b>F</b> | Speaking in short sentences helps to facilitate communication.   |

**Direct Support Professional Training Year 1**  
**Session 3: Wellness**  
**Nutrition, Exercise, and Safety**

***Quiz Answer Key***

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>                 | <b>Question</b>   |
|-------------------------------|---|
| 1. <u><b>T</b></u> / F        | Good nutrition keeps us healthy.  |
| 2. <b>T</b> / <u><b>F</b></u> | People need to drink <u>only</u> one glass of water every day.  |
| 3. <b>T</b> / <u><b>F</b></u> | Disposable gloves should always be worn when shaking hands with another person.                                       |
| 4. <b>T</b> / <u><b>F</b></u> | Food that needs to be refrigerated can be left in the car for several hours before you bring it in.                   |
| 5. <u><b>T</b></u> / F        | Regular physical activity helps relieve stress and increase strength.   |
| 6. <u><b>T</b></u> / F        | Frequent and thorough hand washing is the most important way to stop the spread of germs.                             |
| 7. <u><b>T</b></u> / F        | A change in a person's activity level could mean the person is sick.  |
| 8. <u><b>T</b></u> / F        | It is important to have a plan and be prepared because accidents and emergencies can happen at any time or any place. |
| 9. <u><b>T</b></u> / F        | When moving a heavy object, one way to protect your back is to "push, not pull."                                      |
| 10. <u><b>T</b></u> / F       | Store poisons in a locked area away from food.  |

**Direct Support Professional Training Year 1**  
**Session 4: Wellness**  
**Medications**

***Quiz Answer Key***

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T** / **F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>                  | <b>Question</b>  |
|--------------------------------|--|
| 1. <u><b>T</b></u> / <b>F</b>  | When assisting with medication, be sure you have the <u>Right</u> person, <u>Right</u> medication, <u>Right</u> dose, <u>Right</u> time, and <u>Right</u> route. |
| 2. <u><b>T</b></u> / <b>F</b>  | It's okay to prepare a single dose of medication for a person to take with them to work.   |
| 3. <u><b>T</b></u> / <b>F</b>  | In a licensed community care facility, a physician's order is required for over-the-counter medication.  |
| 4. <u><b>T</b></u> / <b>F</b>  | It is important for you to ask the physician and/or pharmacist about both intended and unintended side effects of prescription medication.                       |
| 5. <b>T</b> / <u><b>F</b></u>  | You don't need to lock up a medication if the person can give it to himself or herself without assistance.   |
| 6. <u><b>T</b></u> / <b>F</b>  | A medication log contains information about a person's medications, including when the medications should be given.  |
| 7. <u><b>T</b></u> / <b>F</b>  | Assisting people with medications is one of the most serious and important things you do.  |
| 8. <b>T</b> / <u><b>F</b></u>  | You may prepare and assist with medication in a dirty, dimly lit, noisy area.  |
| 9. <u><b>T</b></u> / <b>F</b>  | Part of your job is to observe, report and document any adverse side effects of medications.   |
| 10. <u><b>T</b></u> / <b>F</b> | Each time a dose of medication is taken, it should be documented in the medication log.  |

**Direct Support Professional Training Year 1**  
**Session 5: Wellness**  
**Responding to Individual Needs**

**Quiz Answer Key**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T** / **F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>           | <b>Question</b>  |
|-------------------------|--|
| 1. <b>T</b> / <b>F</b>  | A current physical exam and a health history are two essential parts of a health assessment.   |
| 2. <b>T</b> / <b>F</b>  | Constipation is a symptom of a problem and if untreated can lead to serious health conditions.   |
| 3. <b>T</b> / <b>F</b>  | All adults, regardless of age, need the same type of medical screenings and exams.   |
| 4. <b>T</b> / <b>F</b>  | Before an individual you support goes to see a doctor, you should work with him or her to write up a list of questions for the doctor. |
| 5. <b>T</b> / <b>F</b>  | <i>Good dental hygiene</i> means brushing your teeth once a day.   |
| 6. <b>T</b> / <b>F</b>  | A temperature within two degrees of 98.6 is considered normal.   |
| 7. <b>T</b> / <b>F</b>  | To assist a person having a seizure, yell at them to stop, make sure they stay seated in a chair, give them a drink of water.          |
| 8. <b>T</b> / <b>F</b>  | When people can't use words, you may learn how they feel by observing their behavior and appearance.                                   |
| 9. <b>T</b> / <b>F</b>  | A medical emergency is an unexpected event that requires first aid, followed by prompt medical attention.                              |
| 10. <b>T</b> / <b>F</b> | Abdominal pain and decreased appetite may be symptoms of constipation.   |

**Direct Support Professional Training Year 1**  
**Session 6: Positive Behavior Support**

**Quiz Answer Key**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T** / F DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>                  | <b>Question</b>  |
|--------------------------------|--|
| 1. <u><b>T</b></u> / F         | Behavior is communication.   |
| 2. <u><b>T</b></u> / F         | Behavior is a way of getting something the person wants or avoiding something that person doesn't want.              |
| 3. <b>T</b> / <u><b>F</b></u>  | An antecedent is something that happens after a behavior.  |
| 4. <u><b>T</b></u> / F         | An effective replacement behavior works as well as the challenging behavior in meeting an individual's needs.        |
| 5. <u><b>T</b></u> / F         | Reinforce the replacement behavior as soon or sooner than the original behavior.                                     |
| 6. <u><b>T</b></u> / F         | A challenging behavior will continue if it is the best way the person knows to get his or her needs met.             |
| 7. <b>T</b> / <u><b>F</b></u>  | A person's behavior is <u>not</u> affected by the time of day, the activity or the people involved.                  |
| 8. <u><b>T</b></u> / F         | One way to find out why a challenging behavior may be happening is to talk with the people who know the person well. |
| 9. <u><b>T</b></u> / F         | Staff and administrators should help develop a positive behavioral support plan.                                     |
| 10. <b>T</b> / <u><b>F</b></u> | All people learn best by reading the information.  |

**Direct Support Professional Training Year 1**  
**Session 7: Teaching Strategies**  
**Relationships, Task Analysis and Prompts**

***Quiz Answer Key***

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T** / **F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>                   | <b>Question</b>  |
|---------------------------------|--|
| 1. <u><b>T</b></u> / <b>F</b>   | The more things people can do for themselves, the more control they have over their lives.   |
| 2. <u><b>T</b></u> / <b>F</b>   | Getting to know what the person likes or dislikes will help you understand the best way to support that individual.                  |
| 3. <b>T</b> / <u><b>F</b></u>   | New skills need to be taught in a different way every time.  |
| 0 4. <u><b>T</b></u> / <b>F</b> | The goal of teaching is to help a person learn something that he or she wants to do.   |
| 5. <u><b>T</b></u> / <b>F</b>   | You should practice a skill before teaching it to another person.  |
| 6. <b>T</b> / <u><b>F</b></u>   | Of the three types of prompts (verbal, gestural, or physical), verbal prompts always provide the most help when teaching new skills. |
| 7. <b>T</b> / <u><b>F</b></u>   | If a person doesn't respond to a prompt immediately, repeat the prompt right away.   |
| 8. <b>T</b> / <u><b>F</b></u>   | You should always use physical guidance as the first prompt.   |
| 9. <u><b>T</b></u> / <b>F</b>   | When teaching a skill, one way to check for progress is by comparing how much of the skill the person has learned from week to week. |
| 10. <u><b>T</b></u> / <b>F</b>  | A task analysis is a complex skill broken down into smaller, more teachable steps.   |

**Direct Support Professional Training Year 1**  
**Session 8: Teaching Strategies**  
**Positive Feedback and Natural Times to Teach**

***Quiz Answer Key***

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T** / **F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

**Answer Question**

1. **T** / **F** Everyone learns better when encouraged and positively motivated.
2. **T** / **F** A reinforcer is any item, event, or activity that follows a behavior and makes the behavior more likely to occur again.
3. **T** / **F** Everyone responds to the same set of reinforcers.
4. **T** / **F** Use the same reinforcers every time you teach a new skill.
5. **T** / **F** If coffee was a reinforcer for Sally when she learned to wash the dishes, then coffee will be the only effective reinforcer for teaching Sally any skill.
6. **T** / **F** People enjoy and benefit from frequent praise.
7. **T** / **F** Giving an individual a favorite item after he or she finishes a task is an example of a positive consequence.
8. **T** / **F** The best way to teach is to minimize learner errors.
9. **T** / **F** Teach at a time when the person needs to use the skill.
10. **T** / **F** Teaching should be as positive and enjoyable as possible.

**Direct Support Professional Training Year 1**  
**Session 9: Daily Living**

***Quiz Answer Key***

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T** / F DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>                 | <b>Question</b>  |
|-------------------------------|--|
| 1. <u><b>T</b></u> / F        | Daily routines are an important part of everyone's lives.                    |
| 2. <u><b>T</b></u> / F        | Taking a walk every day at the same time can be comforting.                  |
| 3. <b>T</b> / <u><b>F</b></u> | People's routines should change to meet the needs of staff.                  |
| 4. <b>T</b> / <u><b>F</b></u> | A good schedule should not allow for <u>any</u> flexibility.                 |
| 5. <b>T</b> / <u><b>F</b></u> | People with disabilities enjoy life without friends.                         |
| 6. <u><b>T</b></u> / F        | Being a friend includes finding a way to resolve differences.                |
| 7. <u><b>T</b></u> / F        | You can help people learn the social skills necessary to be a friend.        |
| 8. <u><b>T</b></u> / F        | Helping an individual join a gym is one way to help him or her make friends. |
| 9. <u><b>T</b></u> / F        | Friendships may grow when people can spend time together.                    |
| 10. <u><b>T</b></u> / F       | Listening to an individual is a good way to learn more about that person.    |



**Direct Support Professional Training Year 1**  
**Session 10: Individual Rights,**  
**Laws and Regulations**

***Quiz Answer Key***

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T** / **F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>                  | <b>Question</b>  |
|--------------------------------|--|
| 1. <b><u>T</u></b> / <b>F</b>  | Regional centers provide services to adults and children with developmental disabilities.  |
| 2. <b>T</b> / <b><u>F</u></b>  | People with developmental disabilities have different constitutional rights than everyone else.  |
| 3. <b><u>T</u></b> / <b>F</b>  | The courts authorize a conservator to make certain decisions for an adult with a developmental disability.   |
| 4. <b><u>T</u></b> / <b>F</b>  | The Lanterman Act establishes the right of every person with developmental disabilities to be treated with dignity and respect.  |
| 5. <b><u>T</u></b> / <b>F</b>  | California Code of Regulations, Title 22 and Title 17, include the requirements for licensed community care facilities serving people with developmental disabilities. |
| 6. <b>T</b> / <b><u>F</u></b>  | You should wait to report child abuse until you're absolutely sure you know it's happening and who is doing it.  |
| 7. <b>T</b> / <b><u>F</u></b>  | A Special Incident Report must be submitted to the regional center within a week of the incident.  |
| 8. <b>T</b> / <b><u>F</u></b>  | <i>Confidentiality</i> means that you can discuss information about the individuals you support with anyone who asks.  |
| 9. <b>T</b> / <b><u>F</u></b>  | <i>Advocacy</i> means treating adults like children and making choices for them.   |
| 10. <b>T</b> / <b><u>F</u></b> | All adults with developmental disabilities are incompetent and unable to make decisions for themselves.  |

**Direct Support Professional Training Year 1**  
**Session 11: Leisure and Recreation**

***Quiz Answer Key***

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T** / **F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

- | <b>Answer</b>                  | <b>Question</b>   |
|--------------------------------|---|
| 1. <b><u>T</u></b> / <b>F</b>  | People play sports and games to have fun.   |
| 2. <b><u>T</u></b> / <b>F</b>  | It is important to know the likes and dislikes of the individuals you support when planning recreational activities.  |
| 3. <b><u>T</u></b> / <b>F</b>  | Part of your job is to match an individual's interests to leisure and recreational activities.                        |
| 4. <b>T</b> / <b><u>F</u></b>  | All leisure and recreational activities should be provided in the home.   |
| 5. <b>T</b> / <b><u>F</u></b>  | Natural supports rarely include family, friends, staff members, community members and others who care about a person. |
| 6. <b>T</b> / <b><u>F</u></b>  | Generic services are just for individuals with developmental disabilities.  |
| 7. <b><u>T</u></b> / <b>F</b>  | Helping a co-worker is called a natural support.  |
| 8. <b>T</b> / <b><u>F</u></b>  | A person's family should be his or her only natural support.  |
| 9. <b><u>T</u></b> / <b>F</b>  | The local parks and recreation program is an example of a generic service.  |
| 10. <b><u>T</u></b> / <b>F</b> | It is important that you help individuals find ways to participate in community activities.                           |